

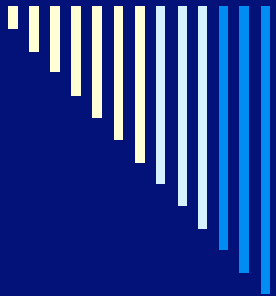
Differentiation in the Kindergarten Classroom

Powerpoint by Carol Mielke



“It doesn’t take a superstar teacher to do differentiated instruction, just a teacher who thinks the kids are superstars.”

Jack Esformes



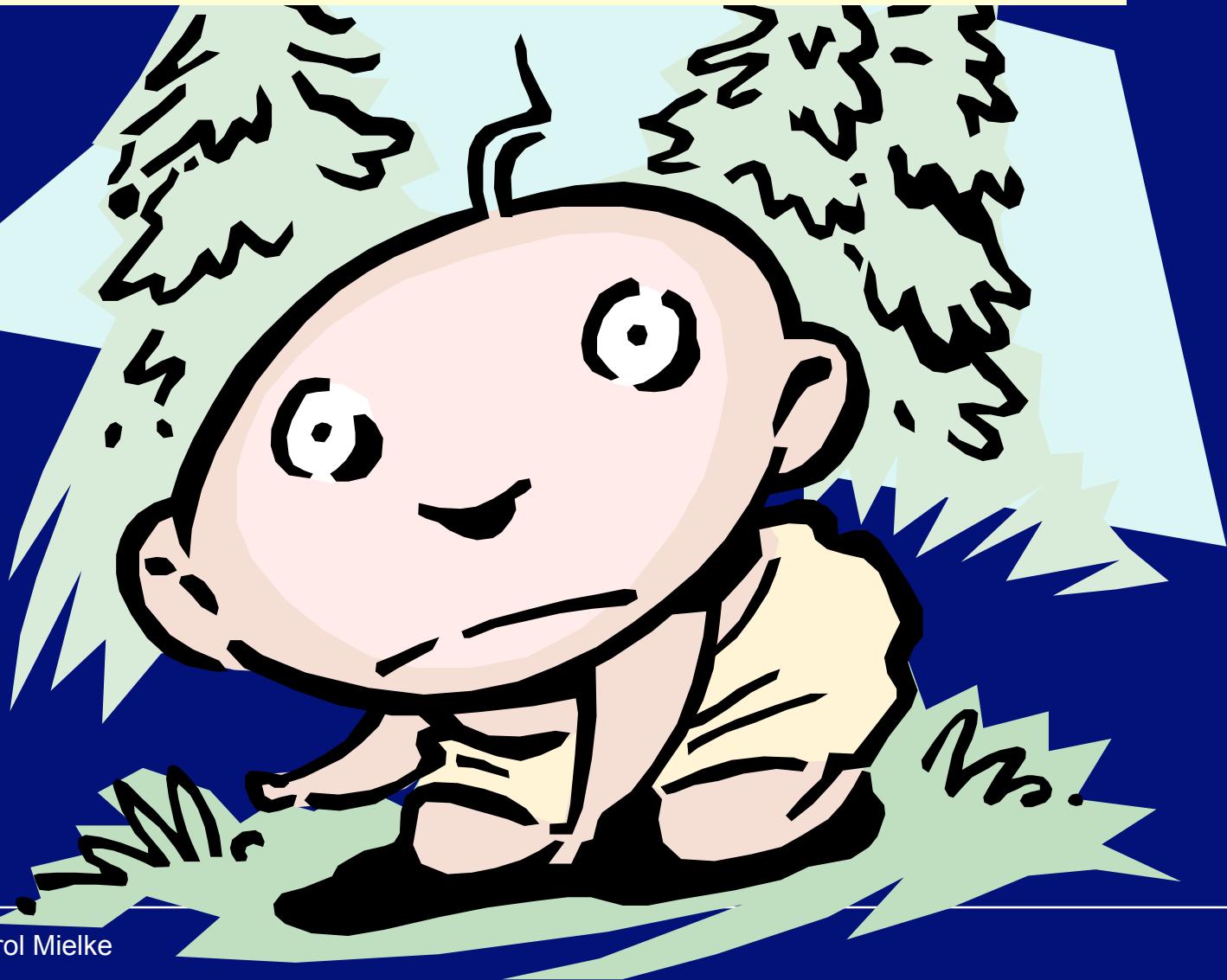
First: Spend time getting to know your students!

Consider your learners' differences in...

- Readiness
- Interests
- Profiles of Learning



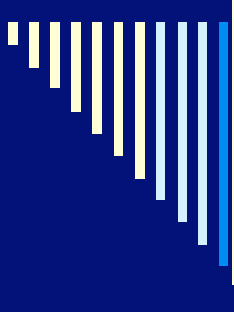
Let's look at READINESS



Differentiating by Readiness:

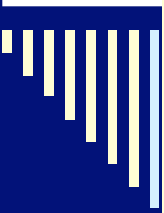


- A good readiness match pushes a student a little beyond his or her comfort zone and then provides the support in bridging the gap between the known and unknown.



Readiness: Concrete to Abstract

- Beginners need to get familiar with key information
- Those who have grasped the information in a concrete way need to move on to meanings and implications.
- The issue is readiness and timing



Readiness: Small Leap to Great Leap

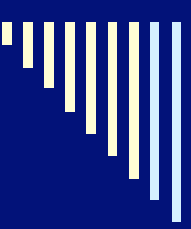
Note: activities that call only for absorption and regurgitation are generally of little long-term use

- Some learners are ready for simple applications
- Others make mental leaps from simply learning about something to implications and applications

Readiness: Dependent to Independent

These are the four stages:

1. **Skill Building**: When students develop the ability to make simple choices and follow through with short-term tasks
2. **Structured Independence**: When students make choices from teacher-generated options, but can self-evaluate according to pre-set criteria to complete longer-term and more complex tasks.
3. **Shared Independence**: When students generate problems to be solved, design tasks, and establish criteria for evaluation. The teacher helps focus the plans and monitors the process.
4. **Self-guided Independence**: When students plan, execute and evaluate their own tasks, seeking help only when needed.



Readiness: Slow to Fast

Of all the continuums this one is the most likely to require some “jumping around” since there can be wide variation in the same student.

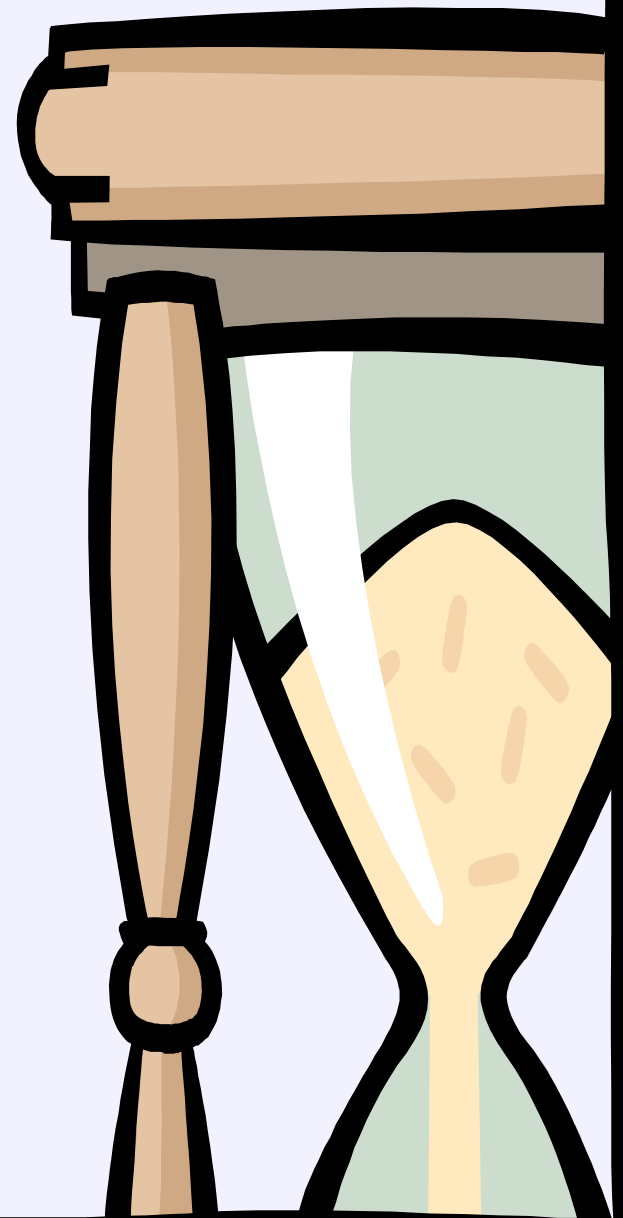
A student may have great ability in a subject area and need to move quickly through it, and at other times that same student may need more time to study a topic in depth .

Matching pacing to student’s needs is a critical differentiation strategy.

To learn a particular concept “some children need days; some ten minutes,” but the typical school schedule ignores this fundamental fact.

Marilyn Hughes

PowerPoint by Carol Mielke



Let's look at INTERESTS

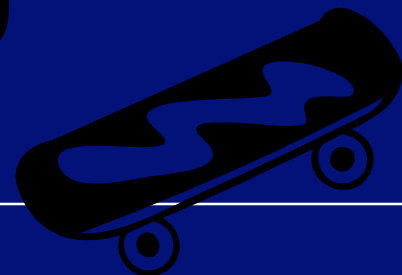
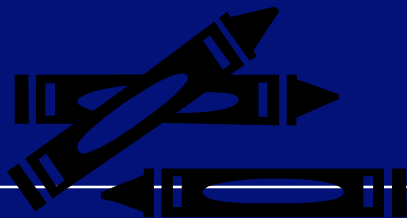
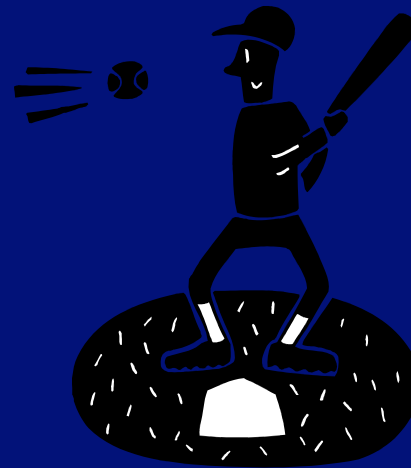


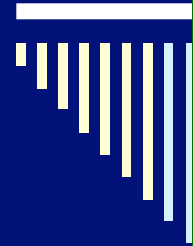


Differentiating by Interest



- Two powerful and related motivators for engagement are student interest and student choice





Interests: Draw on Existing Interests...

1. Helps students realize there is a match between school and their own desires to learn
2. Demonstrates the connectedness between all learning
3. Uses skills or ideas familiar to students as a bridge to the less familiar
4. Enhances student motivation

Let's look at LEARNING PROFILES



III Differentiating by Learning Profiles:

- The goals of learning profile differentiation are to help individual learners understand modes of learning that work best for them, and to offer those options so that each learner finds a good learning fit in the classroom.



Looking at Learning Profiles by Learning Style Preference

- Move around or sit still?
- A classroom with lots to look at or more spare surroundings?
- Need lots of light or prefer it darker?
- A visual, auditory, or kinesthetic learner?

P.S. These can all be accomplished in the same room,
just establishing a variety of areas and experiences!



Looking at Learning Profiles by Intelligence Preferences

- Gardner's 8 Multiple
Intelligences

(verbal linguistic, logical mathematical,
visual spatial, musical rhythmic, bodily
kinesthetic, interpersonal, intrapersonal,
naturalistic)

Looking at Learning Profiles by Culture-Influenced Preferences

Has one's culture influenced how one
looks at:

Time: fixed and rigid or flexible and
fluid?

Emotions: expressive or reserved?

Relationships: personal or aloof?

Responses: reflective or impulsive?

Looking at Learning Profiles by Gender-Based Preferences

Boys

- More prefer competitive learning?
- Reserved?
- Prefers individual?
- Analytical?

Girls

- More prefer collaborative learning?
- Expressive?
- Prefers group?
- Creative?

Guidelines when considering Learning Profile Differentiation

- Some, but not all of your students share your learning preferences
- Help your students reflect on their own preferences
- Use both teacher –structured and student choice avenues
- Select a few learning profile categories to emphasize to begin
- Be a student of your students



So...

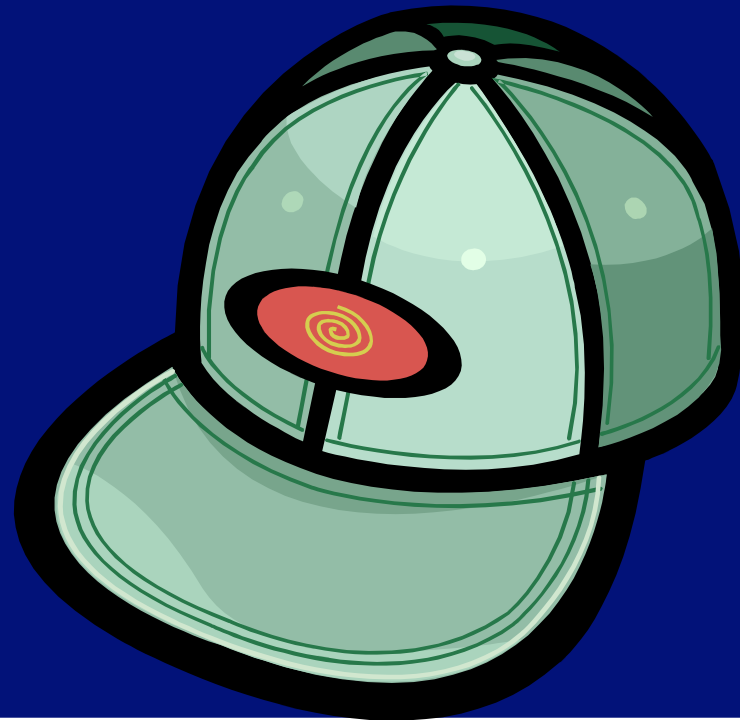
Offering multiple and varied avenues to learning is a hallmark of the kind of professional quality that denotes expertise. We can never stop attending to the craftsmanship and artistry of teaching.

Carol Ann Tomlinson

The Next Big 3..

The teacher modifies:

- **Content**
- **Activities**
(process)
- **Products**





We can modify CONTENT
by:

1. Adapting what we teach
2. Adapting how we give students access to what we want them to learn

Strategies for Differentiating Content: **Concept-Based Teaching**

- Concepts are the building blocks of meaning.
- This is at the heart of differentiated instruction
- Being sure of key concepts and principles in what you teach is a great way to begin thinking about differentiation.
- It makes your teaching more relevant and potent

Strategies for Differentiating Content:

- **Mini-Lessons**
- **Varying Text and Resource Materials**
- **Scaffolding**



PROCESS is:

Sense-making or the opportunity for learners to process the content or ideas and skills to which they have been introduced.

Students need time to run the new ideas through their own filters of meaning and as they try to analyze, apply, question or solve a problem using the material, they have to make sense of it before it becomes **THEIRS.**

All this is done through a variety of **ACTIVITIES (cAp)**

Important:

Attach a KUB sheet to all CAP activity write ups!
(This is found inside your CAP folder)

- ✿ This is to focus your instruction to important concepts.
- ✿ This will guide your Content, Activities and Product requirements
- ✿ You will be able to target essential information
- ✿ This will aid in authentic assessment.
(Have my students learned what is really important?)

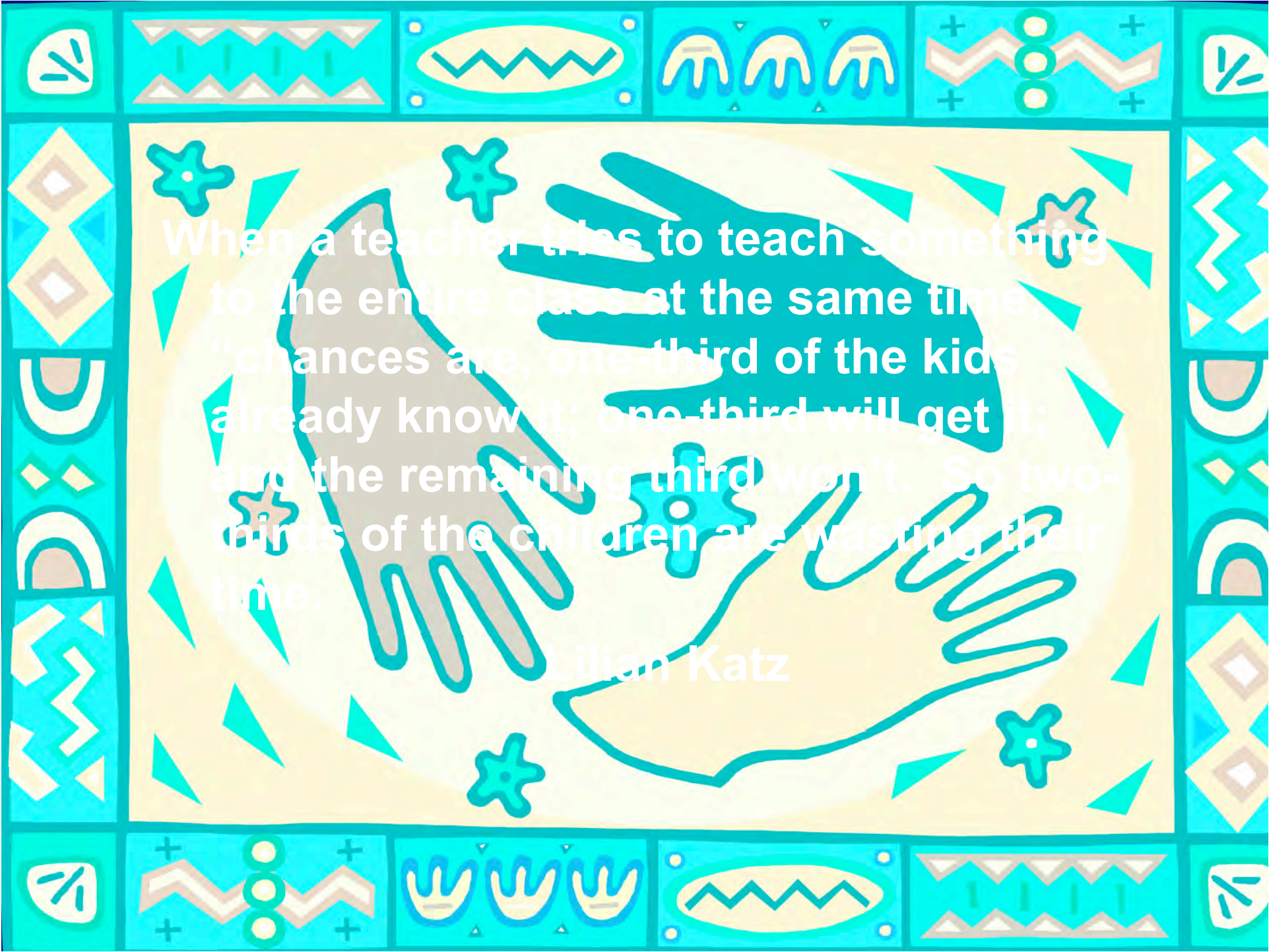


Remember to Differentiate your process according to R.I.P....

- **Student readiness**—this means matching the complexity of the task to the student's current level of skill and understanding
- **Student interest**—this involves giving choices about facets of a topic to help them link a personal interest to a sense making goal.
- **Student learning profile**—this means encouraging them to make sense of an idea through a preferred way of learning.

III Differentiated Processing— How to Make it Work

- Small groups and independent work make it easier for a teacher to reach out to individuals and match activities or processes.
- Whole-class instruction does not issue that invitation—avoid letting it dominate your time.
- The quality and focus of what students do is what is most important



When a teacher tries to teach something to the entire class at the same time, “chances are, one-third of the kids already know it; one-third will get it; and the remaining third won’t. So two-thirds of the children are wasting their time.

Lilian Katz

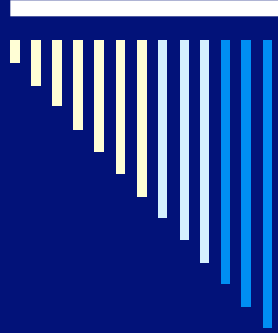
Strategies that Support Differentiated Processing- **Learning Centers**

- ✿ A collection of material designed purposely with a goal in mind.
- ✿ Can be used for student interest, creative application, levels of readiness, multiple intelligences, to give more depth and breadth.
- ✿ Create them with your learning goals in mind.



PRODUCTS

- **Represent your students' extensive understandings and applications. They are also an excellent way to assess student knowledge, understanding, and skill.**
- Well designed product assignments can be highly motivating because they will bear their creator's thumbprint



PRODUCT:

Clear Expectations and Support

1. The core expectations guide the project from the beginning
2. It determines the final project itself
3. The teacher must give the indicators of quality
4. Scaffolding must be in place for student success
5. Make the assignment as clear as possible in a number of formats
6. Tell them about the stages, process, work habits they should demonstrate and what quality should look like

Gets back to the real purposes of assessment

- To chart student growth in regard to valued skills and knowledge
- To use information gathered through the process to help plan the most appropriate learning experiences possible for students
- Not all work has to be graded, it should come after a child has had plenty of opportunities to apply what they have learned